

# GUIDELINES FOR REVIEWING A CORE READING PROGRAM RUBRIC AWARD Grade 3

## *Directions for use:*

- Thoroughly review the core reading program using the corresponding rubric.
- Only evaluate the individual components that correlate with the grade level to review. *(Note the placement of the “x” within the grade level columns.)*
- Each indicator must receive a score using the following criteria:
  - 2 – Exceeds expectations
  - 1 – Meets expectations
  - 0 – Does not meet expectations*(For any indicator receiving a 0, comments must be provided justifying the score.)*
- Record the total score for each area in the final row for the section.



The Reviewing a Reading Program Professional Development Participant’s Guide publication was created for the Center on Instruction by the Florida Center for Reading Research at Florida State University. The Center on Instruction is operated by RMC Research Corporation in partnership with the Florida Center for Reading Research at Florida State University; Instructional Research Group; Lawrence Hall of Science at the University of California – Berkeley; Texas Institute for Measurement, Evaluation, and Statistics at the University of Houston; and The Meadows Center for Preventing Educational Risk at the University of Texas at Austin.

Guideline forms excerpted from *Reviewing a Reading Program Professional Development Module, Participant’s Guide*, 2008, Center on Instruction.

The contents of the module and this document were developed under cooperative agreement S283B050034 with the U.S. Department of Education. However, these contents do not necessarily represent the policy of the Department of Education, and you should not assume endorsement by the Federal Government.

INSTRUCTIONAL DESIGN (ID)								Score	Comments <i>(examples, strengths, concerns, questions)</i>
	K	1	2	3	4	5	6		

1. Is there empirical research on this program's efficacy?	X	X	X	X	X	X	X	1	
2. Are resources available to help the teacher understand the rationale for the instructional approach and program strategies (e.g., articles, explanations in the teacher manuals, references, and reliable websites)?	X	X	X	X	X	X	X	0	No evidence found.
3. Does the comprehensive program address the five components of reading (phonological/phonemic awareness, phonics, fluency, vocabulary and comprehension)?	X	X	X	X	X	X	X	1	The program addresses the five components of reading.
4. In addition to the five components of reading, are other dimensions of reading such as spelling, writing, oral language, and listening comprehension addressed?	X	X	X	X	X	X	X	0	No evidence found.
5. Is there a scope and sequence?	X	X	X	X	X	X	X	1	Scope and Sequence present, but separate from the weekly planning guide.
6. Are goals and objectives clearly stated?	X	X	X	X	X	X	X	0	No evidence found.
7. Are student materials aligned with instructional objective of the lesson?	X	X	X	X	X	X	X	0	No evidence found.
8. Do instructional materials increase in difficulty as students' skills strengthen?	X	X	X	X	X	X	X	1	
9. Are all lessons and activities (e.g., whole group, small group, and centers) reading-related?	X	X	X	X	X	X	X	1	
10. Is there a clear and logical organization to the lessons in:									
the order and procedures of each day's lesson?	X	X	X	X	X	X	X	0	No evidence found.
the inclusion of all necessary materials?	X	X	X	X	X	X	X	0	No evidence found.
the consistency of each day's lesson format?	X	X	X	X	X	X	X	1	
addressing the components of reading every day?	X	X	X	X	X	X	X	1	Some components are addressed everyday, but all five components are not addressed daily.
11. Is instruction consistently explicit? Is it concise, specific, and related to the objective?	X	X	X	X	X	X	X	0	No evidence found.
12. Are teacher directives highly details to ensure accurate implementation?	X	X	X	X	X	X	X	0	No evidence found.
13. Does the lesson format facilitate frequent	X	X	X	X	X	X	X	1	

interactions between teacher and students?									
14. Is instruction consistently systematic? Is there a prescribed order for introducing specific skills within each component of reading?	X	X	X	X	X	X	X	0	Systematic instruction not present. Skills are randomly introduced and do not adhere to the current Indiana Learning Targets available on the DOE website. Instructional skills also are varied and numerous each week instead of a main focus on one skill, this does not allow for intensive instruction.
15. Are there coordinated instructional sequences and instructional routines which include:									
Modeling?	X	X	X	X	X	X	X	1	
Guided practice with feedback?	X	X	X	X	X	X	X	0	No evidence found.
Student practice and application?	X	X	X	X	X	X	X	1	
Cumulative review?	X	X	X	X	X	X	X	0	No evidence found.
16. Are there many guided practice opportunities for explicit teaching and teacher-directed feedback (for typically progressing readers and more for struggling readers)?	X	X	X	X	X	X	X	0	No evidence found.
17. Does the program provide clear guidance for the teacher to document student progress and inform instruction?	X	X	X	X	X	X	X	0	No evidence found.
18. Does instruction make a clear connection among all five components?	X	X	X	X	X	X	X	0	Spelling and vocabulary not specifically identified with instruction.
19. Is scaffolding a prominent part of the lessons?	X	X	X	X	X	X	X	0	No evidence of scaffolding.
20. Are instructions for scaffolding specific within each lesson?	X	X	X	X	X	X	X	0	No evidence found.
21. Are teachers encouraged to give immediate, specific feedback (corrective or positive)?	X	X	X	X	X	X	X	0	No evidence found.
22. Is differentiated instruction prominent?	X	X	X	X	X	X	X	0	Somewhat present; assumes teacher assistant will help. Activities are varied for each day to be used with small groups and individual practice, but all activities are designed at the same level. There are not varied activities or suggestions for struggling or advanced students.
23. Is instruction differentiated based on assessment?	X	X	X	X	X	X	X	0	No evidence found.
24. Are directions for differentiating instruction specific?	X	X	X	X	X	X	X	0	No directions for differentiation.
25. Is small-group instruction (small teacher-	X	X	X	X	X	X	X	1	

pupil ratio) part of daily instruction?									
26. Are there guidelines for forming flexible groups based on student progress?	X	X	X	X	X	X	X	0	No evidence found.
27. Are enrichment activities included for advanced students?	X	X	X	X	X	X	X	1	
28. Does the program provide instruction for English Learners?	X	X	X	X	X	X	X	1	Separate instructions for ELLS included in online info; content can be adapted
29. Does the program specify for whom it is appropriate (e.g., students on or above grade level, students slightly behind their peers, students more than one grade level behind their peers)?	X	X	X	X	X	X	X	0	No evidence found.
30. Does the program specify who should provide instruction for accurate implementation (e.g., special education teacher, general education teacher, paraprofessional, or volunteer)?	X	X	X	X	X	X	X	0	No evidence found.
31. Does the program specify the instructional setting (e.g., general education classroom, computer lab, or resource room)?	X	X	X	X	X	X	X	0	The program did not specify, but computer access is necessary to access many of the activities.
<b>TOTAL</b>								<b>13</b>	

<b>PHONICS (P)</b>	<b>K</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>Score</b>	<b>Comments</b> (examples, strengths, concerns, questions)
1. Is phonics instruction <b>explicit</b> ?	X	X	X	X	X	X	X	0	No evidence found.
2. Is phonics instruction <b>systematic</b> ?	X	X	X	X	X	X	X	0	The phonics instruction is not explicit or systematic.
3. Does phonics instruction include <b>coordinated instructional sequences and routines</b> ?	X	X	X	X	X	X	X	0	No explicit instruction
4. Is phonics instruction <b>scaffolded</b> ?	X	X	X	X	X	X	X	0	No evidence found.
5. Does phonics instruction include <b>cumulative review</b> ?	X	X	X	X	X	X	X	0	No evidence found.
6. Are assessments included to measure and monitor progress in phonics?	X	X	X	X	X	X	X	0	No evidence found.
7. Are symbol to sound (decoding) and sound to symbol (spelling) taught	X	X	X	X	X	X	X	0	No evidence found. Decoding and spelling are not taught

explicitly?									explicitly.
8. Is spelling taught during word learning so students can understand how sounds map onto print?	X	X	X	X	X	X	X	0	No evidence as explicit instruction No, spelling is not a component of this program.
9. Does instruction progress from simple to more complex concepts (e.g., CVC words before CCCVCC words and single syllable words before multisyllabic words)?	X	X	X	X	X	X	X	0	Appears student driven but explicit instruction not noted No, as noted previously, the first week is "reviewing reading strategies", "build a word list", the next week is "plurals" and "compound words".
10. Are reviews of previously taught concepts and words frequent and cumulative?	X	X	X	X	X	X	X	1	Review of concepts present
11. Is emphasis placed on fluency practice for each phonics component (e.g., sound identification, CVC blending, word recognition, multisyllabic words, and text reading)?	X	X	X	X	X	X	X	0	After each instruction opportunity, there are practice suggestions provided such as find similar words in the story and come up with other examples of the skill. Even though the opportunity was present, suggestions were vague and unrelated to fluency practice.
12. Are there ample decodable texts (familiar and unfamiliar) for students to practice applying their skills with phonic elements?	X	X	X	X				1	There is one "shared" story each week with a phonics focus. However, the other weekly story also has its own phonics skill identified.
13. Are decodable texts read before trade books (for students to master new skills)?	X	X	X	X				1	They appear to be read simultaneously.
14. Does the program clarify that high frequency words can be both regular and irregular?	X	X	X	X				0	No evidence found.
15. Does the program include explicit instruction in irregular words and decoding strategies for the decodable parts of words (clarifying that the letters represent their most common sounds as well as the irregularities of certain letters)?	X	X	X	X				0	No evidence found.
16. Are the numbers of high frequency, irregular words introduced in one lesson kept to a minimum?	X	X	X	X				0	No evidence found.
17. Are irregular words pre-taught before students read connected texts?	X	X	X	X				0	No evidence found.
18. Are difficult, high frequency words reviewed often and cumulatively?	X	X	X	X				0	No evidence found.
19. Are students taught the strategy of chunking when trying to decode multisyllabic words?		X	X	X	X	X	X	1	Week 1-p. 69 "Have you seen this word before; do you see any smaller word parts...; can you blend the sounds together?"
20. Does the program provide teacher modeling of a think-aloud strategy to aid in multisyllabic word analysis?		X	X	X	X	X	X	0	No evidence found. Multi-syllable words are addressed, but not with think-alouds.
21. Are students taught strategies to read		X	X	X	X	X	X	0	No evidence found.

multisyllabic words by using prefixes, suffixes, and known word parts?									Suffixes are taught during vocabulary portion.
22. Is instruction explicit in the use of syllable types (e.g., open, closed, vowel-consonant-e, vowel combinations, r-controlled, and consonant-le)?		X	X	X	X	X	X	0	No evidence found.
23. Is a section of the program devoted to advances phonics (structural analysis) skills?			X	X	X	X	X	1	Week 23, day 3 p. 370-to review phonic and structural clues suggest that students help collect words that follow pattern in clues you give them-find sound words that break into two syllables between a double consonant (purring kitten popping) Find two words with a silent letter; find a word that sounds exactly like the vowel sound in "cute"; find 3 compound words; find 4 words that end with "ing". Not clear-using poem from this week/or from head? Apply-make up other clues for words in the Sounds We Hear/make up phonics/spelling clues for classmates to guess words in categories of their choosing. Not explicit or detailed systematic instruction.
24. Are advanced phonics skills taught explicitly, first in isolation and then in words and connected texts?			X	X	X	X	X	0	No evidence found.
25. Does the program include spelling strategies (e.g., word sorts, categorization activities, word-building activities, and word analogies)?		X	X	X	X	X	X	0	No evidence found. There are some rhyming activities included. Spelling is not emphasized in this program
26. Is instruction in the meaning of roots and affixes explicit and do students analyze the relationship of spelling to meaning of complex words?				X	X	X	X	0	No evidence found.
27. Are word parts that occur with high frequency (e.g., un-, re-, in-, and -ful) taught rather than those that occur only in a few words?		X	X	X	X	X	X	0	No evidence found. There are some weeks this is addressed, but during the vocabulary component.
28. Are there activities for distinguishing and interpreting words with multiple meanings?		X	X	X	X	X	X	0	No evidence found.
29. Once advanced phonics strategies have been mastered, are they immediately applied to reading and interpreting familiar and unfamiliar connected texts?		X	X	X	X	X	X	0	No evidence found.
30. Are words used in advanced phonics activities also found in student texts?		X	X	X	X	X	X	0	No evidence found.
<b>TOTAL</b>								5	The difficulty in the use of the online material to plan and organize may be the most challenging part of reviewing this program.  The amount of selections and skills

addressed each week is staggering and also adds to the complexity of this program.

<b>FLUENCY (F)</b>	<b>K</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>Score</b>	<b>Comments</b> <i>(examples, strengths, concerns, questions)</i>
1. Is fluency instruction <b>explicit</b> ?	X	X	X	X	X	X	X	1	
2. Is fluency instruction <b>systematic</b> ?	X	X	X	X	X	X	X	1	
3. Does fluency instruction include <b>coordinated instructional sequences and routines</b> ?	X	X	X	X	X	X	X	1	
4. Is fluency instruction <b>scaffolded</b> ?	X	X	X	X	X	X	X	1	
5. Does fluency instruction include <b>cumulative review</b> ?	X	X	X	X	X	X	X	1	
6. Are assessments included to measure and monitor progress in fluency?	X	X	X	X	X	X	X	0	No assessment found.  The guide says there are reading inventories included the first being "The Circle Shell", but no details were found with that story's guide.  Assessments include instruction: "This passage should be read in approximately 2 minutes" Not specific.
7. Does the program address all dimensions of fluency (speed, accuracy, and prosody)?	X	X	X	X	X	X	X	1	
8. Does the program encourage the teacher to model speed, accuracy, and prosody?	X	X	X	X	X	X	X	1	Teacher encouraged to do a read-aloud
9. Are letter-sounds taught and practiced frequently to promote automaticity?	X	X							
10. Does fluency practice during letter-sound study and text reading involve the teacher's providing feedback to students?	X	X	X	X	X	X	X	0	No evidence found.
11. Is fluency instruction integrated into each day's lesson?	X	X	X	X	X	X	X	0	Fluency is only addressed explicitly one day per week (Day 4 for both reading selections).
12. Is the decoding strategy taught so that it becomes automatic?	X	X	X	X	X	X	X	0	Decoding strategies are not explicitly taught or practiced.
13. Are irregular words taught to be recognized automatically?	X	X	X	X	X	X	X	0	No evidence found.
14. Is there an emphasis on reading multisyllabic words fluently?		X	X	X	X	X	X	0	No evidence found.
15. Are research-based fluency strategies		X	X	X	X	X	X	1	During small group time there is sometime

(e.g., timed readings, peer reading, and repeated readings) included?									an activity which asks students to reread or partner read.
16. Is fluency practice introduced after students are proficient at reading words accurately (e.g., in lists, sentences, and passages)?		X	X	X	X	X	X	1	Based on building throughout grade levels, probably, However, it is not specifically noted, and third grade started out by reading selections and by performing Reader's Theater.
17. Does fluency practice involve decodable texts (texts that include phonic elements and word types students have previously been taught)?		X	X	X	X	X	X	1	
18. Are both narrative and expository texts provided for students to read aloud?		X	X	X	X	X	X	1	Both types are included, but the majority of text is narrative.  Few expository texts
19. Are teacher prompts included to encourage students to read aloud in order to determine skills application and accuracy?		X	X	X	X	X	X	1	The teacher's guide instructs the teacher to listen for "confident readers", but the teacher prompts are usually for discussion.
20. After error correction, are students asked to reread the word, word list, or sentence correctly and then to reread it from the beginning?	X	X	X	X	X	X	X	1	
21. Are students given ample practice opportunities to use text at their independent or instructional level to help build fluency?		X	X	X	X	X	X	1	
22. Is the number of texts at each level sufficient to provide adequate practice opportunities?		X	X	X	X	X	X	1	
23. Does the program clearly show the teacher how to determine independent, instructional, and frustrational reading levels for individual students?		X	X	X	X	X	X	0	Independent levels identified on the reading inventories.
24. Is there a guide to help teachers calculate fluency rate?		X	X	X	X	X	X	0	There is some kind of data base that is supposed to track student progress, but it is unavailable for review.
25. Do students have opportunities to time themselves and graph results after rereading the same text?			X	X	X	X	X	0	No evidence found.
26. Are there directions for how to pair students for partner reading?		X	X	X	X	X	X	0	There are directives to pair students up, but not suggestions as to how to pair them.
27. Are students taught a specific error correction to use when reading with a partner?		X	X	X	X	X	X	0	No evidence found. Classroom management is not a component of this program.
28. Is there continuous progress monitoring of oral reading fluency?		X	X	X	X	X	X	0	Continuous progressing monitoring not evident, but there are periodic fluency checks.



29. Is an end-of-the-year fluency goal of correct words per minute given for each grade?		X	X	X	X	X	X	0	No evidence found.
<b>TOTAL</b>								15	Like other elements in the program, the fluency section is inconsistent and vague.

<b>VOCABULARY (V)</b>	<b>K</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>		<b>Comments</b> (e.g., examples, strengths, concerns, questions)
1. Is vocabulary instruction <b>explicit</b> ?	X	X	X	X	X	X	X	1	
2. Is vocabulary instruction <b>systematic</b> ?	X	X	X	X	X	X	X	0	Vocabulary instruction does not appear to be systematic.
3. Does vocabulary instruction include <b>coordinated instructional sequences</b> and <b>routines</b> ?	X	X	X	X	X	X	X	1	The weekly routine does not vary, but activities do. Instruction uses researched proven strategies such as graphic organizers. Similar to Phonics instruction, the vocabulary skills taught each week vary according to the story. In other words, there is not a unified focus.
4. Is vocabulary instruction <b>scaffolded</b> ?	X	X	X	X	X	X	X	1	Specific words are not revisited, but skills are addressed more than once.
5. Does vocabulary instruction include <b>cumulative review</b> ?	X	X	X	X	X	X	X	0	No evidence found.
6. Are assessments included to measure and monitor progress in <b>vocabulary</b> ?	X	X	X	X	X	X	X	1	Activities are included after each instruction set, these could be used for assessment, but are not designated as such.
7. Is emphasis placed on listening and speaking vocabulary?	X	X	X	X	X	X	X	0	Students are provided opportunities to discuss vocabulary during instruction, but emphasis on using new vocabulary is not evident.
8. Is there emphasis on reading and writing vocabulary?	X	X	X	X	X	X	X	0	Many of the vocabulary strategies taught in this series deal with recognizing and defining unknown words instead of introducing specific words for a selection. Therefore there is not a specific emphasis on using new vocabulary.
9. Are students exposed to diverse vocabulary through listening to or reading narrative and expository texts?	X	X	X	X	X	X	X	1	
10. Does the program include frequent use of teacher read-alouds using higher level books with explanation and instruction of key vocabulary?	X	X	X	X	X	X	X	0	Teacher read-alouds are encouraged, but the materials provided are on level.
11. Does the program include a variety of texts that allow students ample opportunities to engage in wide reading at their independent levels?		X	X	X	X	X	X	0	There are several selections each week for students to read, but they do not vary according to their independent reading levels.

12. Does vocabulary instruction occur before, during, and after reading?	X	X	X	X	X	X	X	0	Vocabulary instruction occurs twice weekly, Day 2 with the Genre Collection and Day 3 with the Shared Selection. Both skills are different each week.
13. Are a limited number of words selected for robust, explicit vocabulary instruction?	X	X	X	X	X	X	X	0	No evidence found.
14. Are important, useful, and difficult words taught?	X	X	X	X	X	X	X	0	No evidence found.
15. Does the instructional routine for vocabulary include:									
Introducing the word?	X	X	X	X	X	X	X	0	No evidence found.
Presenting a student-friendly explanation?	X	X	X	X	X	X	X	0	No evidence found.
Clarifying the word with examples?	X	X	X	X	X	X	X	0	No evidence found.
Checking students' understanding?	X	X	X	X	X	X	X	0	No evidence found.
16. Are ample opportunities provided to engage in oral vocabulary activities that:									
Repeat exposure to words in rich and multiple contexts?	X	X	X	X	X	X	X	0	The selections each week are not varied in presentation. The stories may differ in content, and difficulty, but the genre, illustrations, length, and type of story differ very little.
Use everyday language to explain word meanings?	X	X	X	X	X	X	X	1	
Connect word meanings to prior knowledge?	X	X	X	X	X	X	X	1	
17. Are students given multiple opportunities to use new words in reading sentences, paragraphs, or longer texts?	X	X	X	X	X	X	X	1	There are at least three selections each week students can read.
18. Is extended instruction provided in multiple contexts to promote word awareness using word banks, vocabulary logs, writing, semantic maps, concept definition mapping, and word classification?	X	X	X	X	X	X	X	1	Some of these strategies are present.
19. Are strategies taught over time to ensure understanding and correct application?	X	X	X	X	X	X	X	1	
20. Are meanings of prefixes, roots, and suffixes taught before connecting them to words?		X	X	X	X	X	X	1	
21. Is a strategy to determine word meanings based on meanings of prefixes, roots, and suffixes taught?		X	X	X	X	X	X	1	

22. Are various aspects of word study included (either under vocabulary or word recognition) such as:									
Concepts of word meaning?	X	X	X	X	X	X	X	1	
Multiple meanings?	X	X	X	X	X	X	X	1	
Synonyms?	X	X	X	X	X	X	X	1	
Antonyms?	X	X	X	X	X	X	X	1	
Homonyms?		X	X	X	X	X	X	1	
Figurative meanings?		X	X	X	X	X	X	1	
Morphemic analysis?			X	X	X	X	X	0	No evidence found.
Etymologies?				X	X	X	X	0	No evidence found.
23. Is dictionary use explicitly taught using grade-appropriate dictionaries?		X	X	X	X	X	X	1	
24. Is the use of context to gain the meaning of an unfamiliar word kept to a minimum?	X	X	X	X	X	X	X	1	
25. Is computer technology used to help teach vocabulary?	X	X	X	X	X	X	X	1	
<b>TOTAL</b>								21	<p>The vocabulary component is lacking in introducing high frequency words and content words for selections that students may encounter in later passages. Instead, the intent is to teach broad unspecific strategies in the attempt to "cover" all bases.</p> <p>The vocabulary instruction depends on students to identify words they need to know.</p>

<b>COMPRHENSION (C)</b>	<b>K</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>		<b>Comments</b> <i>(examples, strengths, concerns, questions)</i>
1. Is comprehension instruction explicit?	X	X	X	X	X	X	X	1	
2. Is comprehension instruction systematic?	X	X	X	X	X	X	X	1	
3. Does comprehension instruction include coordinated instructional sequences and	X	X	X	X	X	X	X	1	

routines?									
4. Is comprehension instruction scaffolded?	X	X	X	X	X	X	X	0	Scaffolding difficult to follow
5. Does comprehension instruction include cumulative review?	X	X	X	X	X	X	X	1	
6. Are assessments included to measure and monitor progress in comprehension?	X	X	X	X	X	X	X	1	
7. Is learning to determine which strategy to use and why (metacognition) part of instruction?	X	X	X	X	X	X	X	1	
8. When a strategy is taught, is it applied frequently so students understand its usefulness?	X	X	X	X	X	X	X	1	
9. Are students asked to apply previously learned strategies to new texts?		X	X	X	X	X	X	1	
10. Is appropriate text provided for students to practice applying strategies?		X	X	X	X	X	X	1	
11. Does program instruction enable students to establish and adjust purposes for reading (e.g., reading to understand, interpret, inform, to enjoy, and to solve problems)?	X	X	X	X	X	X	X	1	
12. Does instruction support the use of multiple, coordinated comprehension strategies?	X	X	X	X	X	X	X	1	
13. Are guided and supported cooperative learning groups suggested as an instructional technique?	X	X	X	X	X	X	X	1	
14. Does instruction begin with the use of short passages?	X	X	X	X	X	X	X	1	
15. Does instruction emphasize that students have a conceptual understanding of beginning, middle, and end?	X	X	X	X	X	X	X	1	
16. Does the program provide prompts for the teacher to guide the students through texts using think-alouds?	X	X	X	X	X	X	X	1	
17. Are models of effective questioning techniques (e.g., Bloom's taxonomy) provided to guide and monitor students' comprehension?	X	X	X	X	X	X	X	1	
18. Are there ample opportunities for students to listen to narrative and expository text?	X	X	X	X	X	X	X	1	
19. Is instruction in narrative and expository text structures explicit?	X	X	X	X	X	X	X	1	
20. Are there ample opportunities for students to read narrative and expository texts at		X	X	X	X	X	X	1	

independent and instructional levels?									
21. Is there a variety of narrative and expository books at the appropriate readability level for student practice?		X	X	X	X	X	X	1	
22. Do texts contain useful and familiar concepts and vocabulary?	X	X	X	X	X	X	X	1	
23. Are there instructional routines for comprehension strategies for use before, during, and after reading (e.g., prediction, story grammar, summarization, graphic organizers)?	X	X	X	X	X	X	X	1	
24. Is the "main idea" strategy taught systematically (e.g., using pictures, then individual sentences, then paragraphs, etc.)?	X	X	X	X	X	X	X	1	
25. Once students have grasped the concept of "main idea," are more complex texts used in which the main idea is not explicit?		X	X	X	X	X	X	0	Limited scaffolding and differentiation found
26. Are elements of story grammar (e.g., setting, characters, important events, etc.) taught and used for retelling a story?	X	X	X	X	X	X	X	1	
27. Does instruction focus on discussion story grammar and comparing stories?	X	X	X	X	X	X	X	1	
28. Is story grammar introduced systematically, beginning with simple text that gradually becomes more complex?	X	X	X	X	X	X	X	1	
29. Are students taught to use graphic organizers to illustrate relationships among concepts in text (e.g., story maps, Venn diagrams, and semantic maps)?	X	X	X	X	X	X	X	0	No evidence in online content; Front Page newspapers; word sorts/guesses
30. Are conventions of expository text (e.g., chapter headings, charts, and graphs) taught?		X	X	X	X	X	X	0	
31. Are explicit strategies for interpreting information from charts, graphs, tables, and diagrams taught?	X	X	X	X	X	X	X	1	
32. After instruction, is there systematic review of:									
Literal comprehension?	X	X	X	X	X	X	X	1	
Retelling?	X	X	X	X	X	X	X	1	
Main idea?	X	X	X	X	X	X	X	1	
Summarization?	X	X	X	X	X	X	X	1	
33. Does the program provide instruction for students to become self-directed in using		X	X	X	X	X	X	1	

comprehension strategies (e.g., rereading, paraphrasing, making explicit connections from text to prior knowledge, underlining and note-taking, and visualizing relationships and events in the text)?									
TOTAL								32	The majority of the comprehension skills are covered. The comprehension component is the most thorough of the five. There are many opportunities for discussion of skills and practice.

STANDARDS ALIGNMENT	K	1	2	3	4	5	6		Comments <i>(examples, strengths, concerns, questions)</i>
1. Is clear alignment provided to the Common Core State Standards?	X	X	X	X	X	X	X	1	Award has provided a matrix to demonstrate the connection to the CCSS, but they are not correlated to the current learning target maps available on IDOE.
2. Is clear alignment provided to the Indiana Academic Standards?			X	X	X	X	X	1	Award has provided a matrix to demonstrate the connection to the CCSS, but they are not correlated to the current learning target maps available on IDOE.
TOTAL								2	

<b>MOTIVATION AND ENGAGEMENT (M&amp;E)</b>	<b>K</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	Score	<b>Comments</b> <i>(examples, strengths, concerns, questions)</i>
1. Does the program direct the teacher in ways to increase student motivation such as:	X	X	X	X	X	X	X	0	The programs claims the nature of it's presentation (online) is motivating for students.
2. Making reading relevant to students' lives?	X	X	X	X	X	X	X	1	Some selections interesting and related to Indiana
3. Providing meaningful goals for learning from texts?	X	X	X	X	X	X	X	0	The goals and objectives are vague and unspecific, as well as too numerous (a mile wide and an inch deep each week).
4. Making available a variety of choices (e.g., texts and assignments) that align with instruction?	X	X	X	X	X	X	X	1	Computer generated games/activities Online activities are varied, but the weekly selections do not. There are a variety of projects available each week in the planning guide.
5. Providing opportunities for students to work collaboratively?	X	X	X	X	X	X	X	1	Ample opportunities for students to work together suggested; effectiveness hard to

									determine
<b>TOTAL</b>								3	

<b>ASSESSMENT (A)</b>	<b>K</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>Score</b>	<b>Comments</b> <i>(examples, strengths, concerns, questions)</i>
1. Are assessments included that teachers can use to guide student movement through the program (e.g., screening, progress monitoring, diagnostic, and outcome measures)?	X	X	X	X	X	X	X	1	<b>Assessment not viewable</b> Assessment information not complete, but the opportunity for online assessment is there. The assessment program provides student progress results as well as comparative information between students and peers.
2. Does the program provide teacher guidance in using assessment results to differentiate instruction?	X	X	X	X	X	X	X	1	Professional development provided Professional development was not geared toward assessment, rather the implementation of certain instructional strategies.
3. Do the assessments identify students who are at risk or already experiencing difficulty learning to read?	X	X	X	X	X	X	X	0	It appears that this reading program is directed to at risk students/ELLs who need reading only skills OR above level students
<b>TOTAL</b>								2	

<b>PROFESSIONAL DEVELOPMENT (PD)</b>	<b>K</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>Score</b>	<b>Comments</b> <i>(examples, strengths, concerns, questions)</i>
1. Is adequate time offered for teachers to learn new concepts and practice what they have learned?	X	X	X	X	X	X	X	1	Teachers can review online tutorials.
2. Is there a plan for coaches, mentors, peers, or outside experts to provide feedback to teachers and follow-up assistance as they put new concepts into practice?	X	X	X	X	X	X	X	0	No evidence found.
3. Are teachers taught how to administer and interpret assessments that accompany the program?	X	X	X	X	X	X	X	1	PD can include helping to create IEP for individual students.
4. Is program PD customized to meet participants' varying needs (e.g., first-year teachers, coaches, and principals)?	X	X	X	X	X	X	X	1	
5. Does the PD provide support (e.g.,	X	X	X	X	X	X	X	1	Model lessons provided on-line; somewhat

principal checklists, follow-up, in-class modeling, and a CD for viewing model lessons to facilitate application of content?										useful
<b>TOTAL</b>									4	